



Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

TEACHING NOTES

Capacity Building of Officials of Implementing Agencies, State Government & Other Stakeholders

Under Central Sector Scheme on Promotion &
Formation of 10000 FPOs





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Teaching Notes - Capacity Building of Officials of Implementing Agencies, State Government & Other Stakeholders

Under Central Sector Scheme on Promotion & Formation of 10000 FPOs

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About the Teaching Notes

Teaching notes provide various teaching strategies and concrete ways in which a technical session can be taken up by the trainer. Following the student-centric approach, the teaching notes can help the trainer to make their sessions interactive and participatory, and to use the training module more effectively.

For each session training module, the teaching notes offer a set of inputs, guidance, recommendations, and references. Specifically, the teaching notes for each session are structured in the following manner:

- i. **Synopsis:** A short summary of the topics that the module covers
- ii. **Target Group:** General/specific inputs on the target group of participants
- iii. **Learning Objectives:** Statement of the learning objectives of the module – what the participants are expected to learn after completion of the module
- iv. **Teaching Strategy:** Instructions, with explanation, of the strategies to be used in the session for the specific module
- v. **Questions for Discussion:** Questions to be used by the facilitator to generate discussion in the learning group
- vi. **Analysis of Data:** Data that participants can analyse to understand the topics covered in the module
- vii. **Background Reading:** Carefully curated reading material from other sources that are highly recommended (additional reading material) for the participants to deepen their understanding
- viii. **Multimedia:** Video content selected as additional learning material

Teaching Note – Stakeholders Training Module

Making small holder farming viable in India through FPOs

Synopsis

This session is organised in to two sections.

Section 1 helps the participants understand how, over time, Indian agriculture has evolved, moving from a food security approach to a farmer-centric process. Specifically, the section presents a bird's eye view of:

- i. Land use patterns in India from 1950-51 to 2015-16, highlighting critical constraints that the sector operates under, namely: 1) limit horizontal scope for land expansion under agriculture and 2) the inadequate irrigation infrastructure leading to continued dependence on the monsoon.
- ii The food security challenge India faced at the time of independence and the institutional reforms rolled out in response to tackling the food security challenge.
- iii The progress towards self-sufficiency in food grains and trends in cultivated area, production and productivity of important crops.
- iv Compositional shift towards horticulture which surpassed food grain production in 2012-13
- v Importance and role of agri-allied sector in the farm production systems.
- vi Shift in the sectoral share in the Indian economy with focus on primary sector comprising majorly of agriculture & allied sector; Shift of subsectors within agriculture vis-à-vis GVA.
- vii Indian agriculture's share in global markets.

Following the sectoral overview provided in Section 1 of the resource material, Section 2 focuses on the smallholder farmers and requirements for aggregation and collectivization. The key learning points this section covers are:

- i The high dependency of people on agriculture and allied sectors for a livelihood
- ii The income disparity between cultivators and non-agriculture workers
- iii The challenges smallholders face - reduced landholding size, technology, access to inputs, marketing, and price
- iv Possible solutions and aggregation as a solution
- v The FPO model – roles of an FPO, advantages, legal forms, and activities of an FPO

Target Group

Officials of Implementing Agencies, State Governments, and Other Stakeholders

Learning Objectives

After completing Stakeholders training module session 1:

- i. The participant acquires a data-based understanding and appreciation of the shift in the Indian agricultural scenario - land use pattern in India, vital institutional reforms that drove Indian agriculture to deliver food security for the nation, the compositional shift in agriculture towards horticulture, contribution of Indian agri-products in global agri-markets (exports), role of agriculture and the allied sector in farm and national economy, sectoral contributions and movements across time period in country's economy, declining trend in contribution of agriculture to India's GVA
- ii. The participant understands and appreciates the situation of the smallholder farmer – the disproportionate extent to which people depend on agriculture for a livelihood, the income disparity between non-agriculture workers and cultivators, issues affecting agriculture in general and smallholders in specific, constraints under which smallholders operate
- iii. The participant appreciates how collectivization and aggregation can be a solution – how it can address the issues, free the smallholders, deliver benefits, and the FPO model of aggregation (advantages, roles, activities, and legal form)

Teaching Strategy

| TASK | ACTIVITIES |
|----------------------------|---|
| Task 1: Session objectives | Using a chart, the trainer will explain the learning objectives mentioned above. It is recommended that the facilitator use the Guided Discussion activity as a strategy. In the Guided Discussion strategy, the facilitator enables a discussion or dialogue between the facilitator and the learners. |
| Task 2: Guided discussion | <p>The facilitator asks specific, planned questions designed to draw learning points from the learners. The discussion questions listed are designed for the facilitator's use in structuring an effective guided discussion, following which participants have a shared understanding of the key takeaways.</p> <p>How to use the Guided Discussion strategy:</p> <ol style="list-style-type: none"> 1. Identify the learning points to be brought out in the discussion (tip: use the module content and the synopsis presented in the teaching notes to complete this preparation) 2. For each learning point, the facilitator should <ul style="list-style-type: none"> • Craft a question • Note the most likely learner responses • Plan follow up comments to augment learners' comments, and go on to the next question. |

| TASK | ACTIVITIES |
|-----------------------------|---|
| Task 3: Role-play activity | In the Role Play strategy, the facilitator invites participants to engage in a role play. Sets of two participants are invited to volunteer and assume the role of a smallholder and the role of an interviewer respectively. Through the role-played interview, the issues and constraints of the smallholder farmer are revealed. Following the role play, the facilitator leads a discussion around the role play to capture the key takeaways from the activity. |
| Task 4: Interactive lecture | The facilitator then builds on the role play by initiating an interactive lecture framing accurately the issues that emerged in the role play. Finally, the facilitator uses the understanding at the individual level (the role play) and the macro level understanding (interactive lecture) to discuss possible solutions and present aggregation as a workable solution. |
| Task 5: Q&A | The trainer will facilitate a Q&A session on this topic and conclude the session after summarizing the key learnings. |

Questions for Discussion

The facilitator or trainer can use the following trigger questions to engage the participants in a productive discussion or debate within the broad framework of the session:

- i. Take the participants back in time. When India gained Independence, what was the biggest challenge Indian agriculture faced?
 - a. What did your grandparents/parents share about those times?
- ii. How did the situation influence the journey of Indian agriculture after Independence? Ask participants: what are the keywords that come to mind when you think of Indian agriculture progression?
Keywords like Green Revolution, Operation Flood are likely to come up. Use these to give direction to the discussion
- iii. What were the key initiatives/reforms in India's agriculture sector?
Use participants' responses to reinforce the understanding of the important reforms
- iv. What outcomes did the reforms lead to?
Use participants' responses to strengthen their understanding of the area's trends under cultivation, production, and productivity. In the field areas in which they work, what patterns have they observed?
- v. What are the two critical land-related constraints India's agriculture sector operates with? What do these constraints mean for Indian agriculture?
Use participants' responses to talk about land availability and irrigation
- vi. What are the sub-sectors of Indian agriculture?
Use participants' responses to talk about the emergence of horticulture and what horticulture comprises of, and then the allied sector and its composition
- vii. How does Indian agriculture fare in comparison to the other sectors of the economy?
Use participants' responses to talk about the sector's share in GVA and the issues related to decline and variability
- viii. What is India's position in global agriculture?
 - a. Use participants' responses to provide information and highlight how Indian agriculture has great scope in global markets

- ix. When you think of the Indian farmer, what is the picture that comes to your mind?
 - a. Ask participants to be as descriptive as possible. Use participants' responses to clarify and crystallize the understanding
- x. What is the biggest challenge that the Indian farmer faces?
 - a. Ask participants to describe the challenges with real life examples from their field areas. Use participants' responses to:
 - i. Articulate the central issue powerfully, focusing on the income level of the farmer; ask participants to talk about different farmers they know and share with the trainees what they know about the issues related to inputs (seed, fertiliser, crop protection); credit (formal/informal, cost, timeliness, quantum); market linkage challenges; end price and producer's share
 - ii. Structure the issues, the farmer in general and the smallholder in specific faces: a) reduced landholding size, b) access to inputs, c) issues in marketing, and d) low producer share in the consumer price
 - iii. While doing this, use macro-level data related to each issue to highlight the key aspects
- xi. What are the possible solutions for each of the issues and challenges?
 - a. Use participants' responses to categorize issues and corresponding actions
- xii. How do we give an organisational form to these solutions?
 - a. Use participants' responses to introduce and discuss the FPO model
- xiii. What are the potential benefits of aggregation?
 - a. Use participants' responses to discuss the benefits of aggregation, with examples
- xiv. What are the ways in which an FPO can make a difference to the member smallholder?
 - a. Use participants' responses to discuss and facilitate a clear understanding of the role of an FPO

Background Reading

- i. Resource material on capacity building of CBBOs
- ii. State of Agriculture in India: [State of Agriculture in India | PRSIndia \(https://www.prsindia.org/policy/discussion-papers/state-agriculture-india\)](https://www.prsindia.org/policy/discussion-papers/state-agriculture-india)
- iii. Resource material on capacity building of CBBOs
- iv. FPO orientation material (calendar, booklet, posters)
- v. Guidebook on strengthening Farmers' Interest Groups (FIGs)
- vi. Categorisation of farmers: [Categorisation of Farmers \(pib.gov.in\)](http://pib.gov.in)
- vii. Small and marginal farmers own just 47.3% of crop area, shows farm census: [Small and marginal farmers own just 47.3% of crop area, shows farm census \(livemint.com\)](http://livemint.com)
- viii. Doubling Farmers' Income - Rationale, Strategy, Prospects, and Action Plan: Ramesh Chand, NITI Aayog: [DOUBLING FARMERS INCOME.pdf \(niti.gov.in\)](http://niti.gov.in)

Multimedia

FPO MOOC: Module – 1, Session – 1: Overview of Agriculture-based Livelihoods in India

Module – 1, Session – 2: Need of Collectives for the Smallholder Farmers

Teaching Note – Stakeholders Training Module

Salient features of Central Sector Scheme on Formation & Promotion of 10000 FPOs – Deliverables under the scheme

Synopsis

Session II introduce the salient features of the Central Sector Scheme on ‘Formation and Promotion of 10,000 FPOs, launched by DAC&FW. The Scheme has proposed an institutional structure to drive the scheme at the national, state, and cluster levels. The session also explains the role and responsibilities of CBBOs and their relationships with other institutions in the Scheme.

Target Group

Officials of Implementing Agencies, State Governments, and Other Stakeholders

Learning Objectives

After completing this session, the participants:

- i. Will understand the scheme’s aims and objectives.
- ii. Will understand the key features of the scheme.
- iii. Will know who the key stakeholders are and understand their roles and responsibilities.
- iv. Know the support provided to other stakeholders to encourage them to support the FPOs and CBBOs to achieve the important growth milestones.

Teaching Strategy

| TASK | ACTIVITIES |
|----------------------------|--|
| Task 1: Session Objectives | Using a chart, the trainer shall explain the learning objectives for this session. The trainer divides the session into two parts. In the first part, the trainer uses a traditional lecture method, using a presentation, followed by a Q&A session. In the second part, the trainer can organize a mind-mapping activity |
| Task 2: Presentation | The trainer shall make a presentation detailing the Scheme, its aims and objectives, key features, provisions, scope and coverage, and implementation structure. Participants can ask questions to clarify any doubts or get more information. |

| TASK | ACTIVITIES |
|-------------------------|---|
| Task 3: Scheme overview | The trainer will introduce the Scheme using a presentation, focusing on the incentives and timeline for the CBBOs. The participants shall clarify their doubts in this session, and the trainer shall adequately address the doubts to the extent possible. |
| Task 4: Q&A session | The trainer can facilitate a Q&A session with the participants and conclude this session after summarizing the key learnings. |

Questions for Discussion

The facilitator or trainer can use the following trigger questions to engage participants in a productive discussion or debate within the broad framework of the session:

- i. Ask the participants about their past experience with FPOs.
- ii. Ask the participants to share their thoughts on the 10,000 FPO Scheme, focusing on what the FPOs will need to do, to be successful.
- iii. Ask the participants what is required from other stakeholders for creating successful FPOs.
- iv. Ask the participants how the scheme can create opportunities for their agencies and departments.

Background Reading

- i. Resource material on capacity building for Officials of Implementing Agencies, State Governments and other Stakeholders
- ii. Circular notifying CSS for Promoting 10,000 FPOs
- iii. Compilation of schemes and policies initiatives for supporting FPOs

Teaching Note – Stakeholders Training Module

Grounding vibrant FPOs – Process of cluster identification to business plan implementation

Synopsis

These sessions outline the approach and process that CBBOs are required to adopt to promote vibrant FPOs. The method includes:

- i. Cluster identification
- ii. Diagnostic study
- iii. Baseline survey
- iv. Feasibility study
- v. Identification of business opportunities.
- vi. Understanding Agri value chain
- vii. Broad aspects of business plan
- viii. Operational aspects of business plan

Target Group

Officials of Implementing Agencies, State Governments, and Other Stakeholders

Learning Objectives

After completing sessions III and IV:

- i. The participant is able to appreciate the market-driven and farmer-centric rigour with which the CBBOs and other stakeholders will promote FPOs
- ii. The participant is able to appreciate the process of cluster identification, the method for cluster identification, the criteria to be applied for cluster identification, and the importance of cluster identification in promoting vibrant FPOs which they will build relationships with later.
- iii. The participant is able to appreciate the process of diagnostic study in the cluster selected and how it helps a CBBO promote a market-driven and farmer-centric FPO

- iv. The participant is able to appreciate the farmer-level engagement of the CBBOs in carrying out a baseline survey and sector-driven understanding to clearly establish feasibility of the FPO and the proposed business activities.
- v. The participant is able to appreciate the value chain-driven approach that the FPOs will take and also the approach to contract farming and tie-ups with corporates
- vi. The participant is able to get an in-depth understanding of the way an FPO's business plan will be developed, serving as the basis for transforming farmers' livelihoods

Teaching Strategy

| TASK | ACTIVITIES |
|--|--|
| Task 1: Session objectives | Using a chart, the trainer will explain the learning objectives mentioned above. It is recommended that the facilitator organize the group into four smaller groups. |
| Task 2: Group Reading and Class Presentation | <p>It is recommended that the facilitator organise the group into four smaller groups. To each group, the facilitator distributes a high-quality sample output from one of the four critical steps. Then, the facilitator uses a combination of Group Reading and Class Presentation as a teaching strategy. At least two days before the session, each group is given one of the following reports:</p> <ul style="list-style-type: none"> i. Cluster Identification ii. Diagnostic Study iii. Baseline Survey iv. Feasibility Analysis v. Understanding Agri value chain vi. Broad aspects of business plan vii. Operational aspects of business plan <p>All group members read the report and then summarize, in sequence, the different parts of the report - purpose of the particular step/stage, methodology, tools used, findings, decision-making criteria used, and insights generated.</p> <p>No one member must do all the presenting. Members in the other groups can ask questions to understand the report better.</p> <p>In this way, each report document is read and presented, step by step (each member presenting one logical part of the report). This ensures that all members take part in reading and summarising the report/output.</p> |
| Task 3: Lecture | <p>Following this, the facilitator switches to the Lecture strategy to present the essential concepts and know-how that participants need to organise the knowledge and use it.</p> <p>This combination of teaching strategies will ensure that the entire group understands each output and how it is connected to the next step, culminating in a clear understanding of scoping that forms the foundation for mobilisation.</p> |
| Task 4: Q&A | The trainer will facilitate a Q&A session on this topic and conclude the session after summarizing the key learnings. |

Questions for Discussion

The facilitator or trainer can use the following trigger questions to engage participants in a productive discussion or debate within the broad framework of the session:

- i. What are your frequent observations about FPOs? What are your recurring questions about FPOs?
- ii. You have learned about the FPO promotion process, right from cluster identification to business plan implementation. In your understanding, which aspects make it a strong promotion process?
- iii. How do you see the rigorous FPO promotion process addressing your observations and questions?

Background Reading

Resource material on capacity building for Officials of Implementing Agencies, State Governments and other Stakeholders

Multimedia

- Module – 1, Session 6: Role of FPOs in Livelihood Promotion of Farmers
- Module – 6, Session – 1: Importance of Business Planning for FPO
- Module – 5, Session – 2: Forms of Finance options available for FPOs
- Module – 5, session – 3: Sources of Finance options available for FPOs

Teaching Note – Stakeholders Training Module

Facilitating convergence of various ongoing schemes for supporting FPO enterprises

Synopsis

In this session, the participants shall appreciate how different stakeholders are working on different aspects of the challenges in agriculture and how effective convergence is for the transformation of agriculture into a market-driven, farmer-centric sector. Further, it presents an approach for successful convergence and details the different ongoing schemes under each category for realization of successful convergence with the 10,000 FPO promotion scheme.

Target Group

Officials of Implementing Agencies, State Governments, and Other Stakeholders

Learning Objectives

After completing Stakeholders training module session 5, the participant is able to understand and describe the various ways in which ongoing schemes can be converged with FPOs as farmer-owned institutions, including:

- i. How to enhance the production & productivity of different agriculture crops & agri-allied activities through development & dissemination of improved technologies
- ii. How to improve the access to irrigation & enhanced water-use efficiency
- iii. How to improve the health of production systems through soil health assessment and management
- iv. The strengthening of marketing systems

After completing session 5, the participant appreciates how different stakeholders – Centre, State, Development Institutions, Banks, Corporates – can work with FPOs in implementing their initiatives in a transparent and collaborative mode.

After completing session 5, the participant appreciates how convergence is critical to give FPOs ability to access credit, aggregate agri inputs, access technologies, leverage information, develop marketing linkages, and pursue value addition.

Teaching Strategy

| TASK | ACTIVITIES |
|----------------------------|---|
| Task 1: Session Objectives | Using a chart, the trainer shall explain the learning objectives for this session. The trainer divides the session into two parts. In the first part, the trainer uses a traditional lecture method, using a presentation, followed by a Q&A session. In the second part, the trainer can organize a mind-mapping activity |
| Task 2: Presentation | The trainer shall make a presentation detailing the need for Convergence and the benefits of Convergence, with examples that clearly establish the benefits that accrue and the difference it can play in the success of an FPO |
| Task 3: Brainstorming | <p>The trainer will lead a brainstorming that tries to answer the following questions:</p> <ol style="list-style-type: none"> i. When does convergence work? ii. When does convergence not work? <p>What are the critical factors that determine success of convergence?</p> <p>The trainer makes a logical grouping of different reasons provided.</p> <p>Using the participants' responses, the trainer leads the discussion to need for networking and stakeholder engagement.</p> |
| Task 4: Brainstorming | <p>The trainer then leads a second round of brainstorming on how important stakeholders can be identified and how they can be engaged with.</p> <p>Using the participants' responses, the trainer explains how to identify and classify stakeholders and how to engage with the stakeholders.</p> |
| Task 5: Guided Discussion | The trainer leads a guided discussion with presentation on the different kinds of convergence opportunities, including schemes for input management, agri credit, production management, output management and market linkages, risk management, extension management, agri-allied activities, and sustainable agriculture. |
| Task 5: Q&A session | The trainer can facilitate a Q&A session with the participants and conclude this session after summarizing the key learnings. |

Questions for Discussion

- i. How can your agency/department work with FPOs?
- ii. What are the schemes available?
- iii. What are the schemes available for input management, agri credit, production management, output management and market linkages, risk management, extension management, agri-allied activities, and sustainable agriculture?

Background Reading

Resource material on capacity building for Officials of Implementing Agencies, State Governments and other Stakeholders

Teaching Note – Stakeholders Training Module

Institutional Framework for Monitoring - Role and responsibilities of various stakeholders

Synopsis

This session introduces and describes the institutional monitoring framework as envisaged in the operation guideline and assigned roles of various stakeholders involved.

Target Group

Officials of Implementing Agencies, State Governments, and Other Stakeholders

Learning Objectives

After completing Stakeholders training module session 6, the participant is:

- i. Able to define institutional monitoring and state its objectives.
- ii. Elaborate on the focus of monitoring to improve effectiveness and efficiency.
- iii. Able to describe the monitoring mechanism under the scheme.
- iv. Able to state the names of the key committees and their roles.
- v. Able to appreciate the monitoring process.

Teaching Strategy

| TASK | ACTIVITIES |
|----------------------------|--|
| Task 1: Session Objectives | Using a chart, the trainer shall explain the learning objectives for this session. |
| Task 2: Brainstorming | The trainer shall facilitate brainstorming on the kind of monitoring required for the scheme. Using the responses from the participants, the trainer creates a logical grouping – values (such as effectiveness, efficiency, participatory approach, consultative approach) in monitoring, stakeholders, roles, and other categories. |

| TASK | ACTIVITIES |
|-------------------------|--|
| Task 3: Presentation | <p>The trainer then makes a presentation, covering:</p> <ul style="list-style-type: none"> i. Institution Monitoring ii. Monitoring Effectiveness and Efficiency iii. Monitoring Mechanism under the Scheme iv. Committees Established, Composition, and Roles v. Different Aspects of Monitoring, including Process, Technical, Financial, and Impact |
| Task 4: Q&A session | The trainer can facilitate a Q&A session with the participants and conclude this session after summarizing the key learnings. |

Questions for Discussion

- i. What is the purpose of monitoring?
- ii. What are the values that define the different aspects of monitoring? For instance: physical progress, financial progress, extent of participation

Background Reading

Resource material on capacity building for Officials of Implementing Agencies, State Governments and other Stakeholders

